



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 10281203
SAU: Calais School Department
School: Calais Middle/high School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

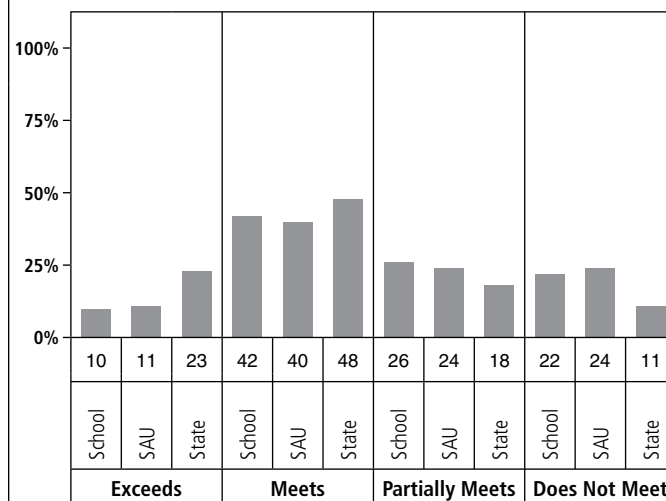
SAU: Calais School Department

School: Calais Middle/high School

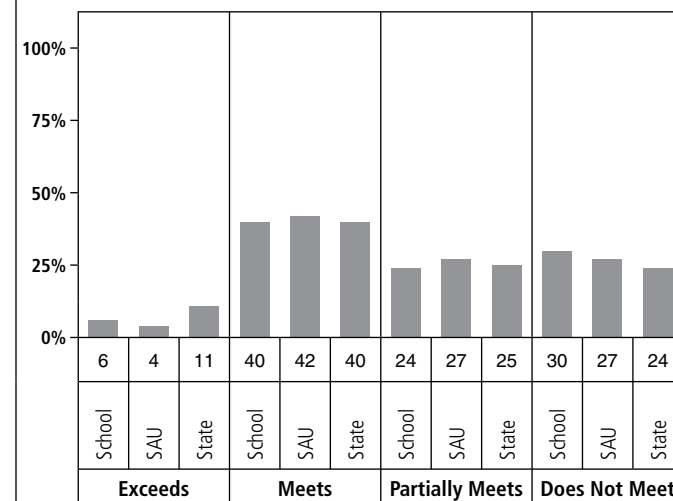
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	835	836	845
2006–2007	838	840	847
2007–2008	842	842	849
Cum. Avg. *	839	839	847
Mathematics			
2005–2006	833	834	840
2006–2007	833	834	842
2007–2008	838	839	841
Cum. Avg. *	835	836	841
Science & Technology			
2005–2006	841	842	846
2006–2007	837	838	847
2007–2008	842	841	847
Cum. Avg. *	840	840	847

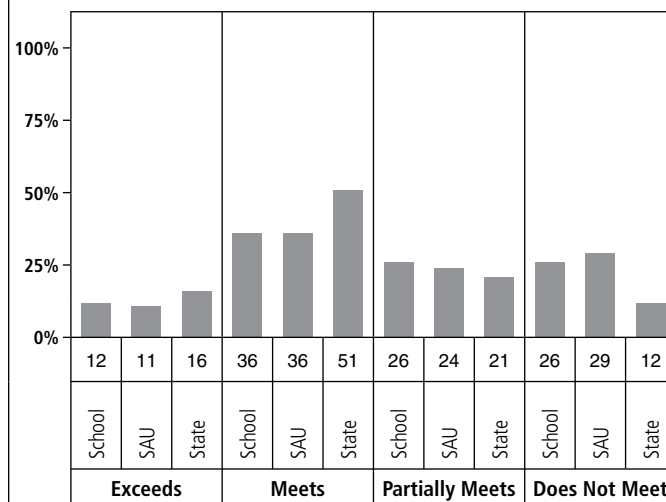
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 8
 SAU: Calais School Department
 School: Calais Middle/high School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	52	100	47	100	15274	100	50	96	45	96	15102	99	50	96	45	96	15097	99	50	96	45	96	15080	99						
Ethnicity African American/Black	0	0	0	0	368	2	0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97						
American Indian or Native Alaskan	1	2	1	2	120	1	1	100	1	100	117	98	1	100	1	100	117	98	1	100	1	100	117	98						
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
Hispanic	1	2	1	2	139	1	1	100	1	100	136	98	1	100	1	100	136	98	1	100	1	100	136	98						
Caucasian/White	50	96	45	96	14461	95	48	96	43	96	14312	99	48	96	43	96	14302	99	48	96	43	96	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	25	12	26	2508	16	13	100	12	100	2446	98	13	100	12	100	2441	98	13	100	12	100	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	28	54	25	53	5420	35	26	93	23	92	5329	99	26	93	23	92	5324	99	26	93	23	92	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	41	79	36	77	12703	83	41	79	36	77	12694	83	41	79	36	77	12710	83						
Identified disability (PET/IEP)	4	10	3	8	437	3	4	10	3	8	421	3	4	10	3	8	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	0	0	0	0	229	2	0	0	0	0	231	2	0	0	0	0	230	2						
Participation with accommodations	9	17	9	19	2221	15	9	17	9	19	2227	15	9	17	9	19	2197	14						
Identified disability (PET/IEP)	9	100	9	100	1832	82	9	100	9	100	1844	83	9	100	9	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	2	4	2	4	140	1	2	4	2	4	143	1	2	4	2	4	160	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008

Grade: 8

SAU: Calais School Department

School: Calais Middle/high School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	1	2	2	5	2695	17
	2006-2007	2	5	2	5	2407	16
	2007-2008	5	10	5	11	3428	23
	Cum. Total*	8	6	9	7	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	19	43	17	40	6830	42
	2006-2007	19	45	17	45	7494	49
	2007-2008	21	42	18	40	7179	48
	Cum. Total*	59	43	52	42	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	8	18	8	19	3741	23
	2006-2007	9	21	9	24	3628	24
	2007-2008	13	26	11	24	2706	18
	Cum. Total*	30	22	28	22	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	16	36	15	36	3003	18
	2006-2007	12	29	10	26	1810	12
	2007-2008	11	22	11	24	1611	11
	Cum. Total*	39	29	36	29	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	32.4	57.9	32.1	57.3	36.9	65.9
Literary Text	28	50	15.6	55.7	15.6	55.7	18.3	65.4
Informational Text	28	50	16.7	59.6	16.6	59.3	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 8

SAU: Calais School Department

School: Calais Middle/high School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	50	5	10	21	42	13	26	11	22	842	45	11	40	24	24	842	14924	23	48	18	11	849
Ethnicity																						
African American/Black	0										0						348	11	38	22	29	840
American Indian or Native Alaskan	1										1						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	1										1						131	18	38	27	17	846
Caucasian/White	48	5	10	20	42	13	27	10	21	842	43	12	40	26	23	842	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	1	8	3	23	9	69	825	12	0	8	17	75	824	2269	3	24	32	42	833
No	37	5	14	20	54	10	27	2	5	848	33	15	52	27	6	848	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	50	5	10	21	42	13	26	11	22	842	45	11	40	24	24	842	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	26	1	4	8	31	8	31	9	35	837	23	4	30	26	39	837	5222	12	44	25	19	843
No	24	4	17	13	54	5	21	2	8	848	22	18	50	23	9	847	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	50	5	10	21	42	13	26	11	22	842	45	11	40	24	24	842	14917	23	48	18	11	849
Gender																						
Female	22	4	18	9	41	5	23	4	18	845	21	19	38	24	19	845	7198	30	48	15	7	853
Male	28	1	4	12	43	8	29	7	25	839	24	4	42	25	29	839	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	50	5	10	21	42	13	26	11	22	842	45	11	40	24	24	842	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	50	5	10	21	42	13	26	11	22	842	45	11	40	24	24	842	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Calais School Department

School: Calais Middle/high School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	14 49 35 2	0 3 2 0	0 13 12 0	0 10 10 0	0 42 59 0	1 7 4 1	14 29 24 100	6 4 1 0	86 17 6 0	821 844 848 834	14 50 34 2	0 14 13 0	0 41 53 0	0 27 27 100	100 18 7 0	820 844 847 834	9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	38 44 10 8	3 0 2 0	17 0 40 0	8 10 1 1	44 48 20 25	5 5 1 1	28 24 20 25	2 6 1 2	11 29 20 50	845 840 848 834	39 41 11 9	18 0 40 0	41 44 20 25	29 22 20 25	12 33 20 50	845 838 848 834	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	41 37 18 4	4 1 0 0	20 6 0 0	9 8 3 0	45 44 33 0	3 5 4 1	15 28 44 50	4 4 2 1	20 22 22 50	847 840 837 824	39 36 20 5	24 6 0 0	41 44 33 0	12 25 44 50	24 25 22 50	848 840 837 824	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	10 57 33	0 4 1	0 14 6	3 11 6	60 39 38	1 9 3	20 32 19	1 4 6	20 14 38	842 844 837	9 57 34	0 16 7	50 36 40	25 32 13	25 16 40	838 844 838	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	11 49 40	0 2 3	0 9 17	1 10 7	20 45 39	1 6 5	20 27 28	3 4 3	60 18 17	824 843 845	10 48 43	0 11 18	25 37 41	0 32 24	75 21 18	823 841 846	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	59 35 6	3 2 0	10 12 0	12 8 0	41 47 0	6 4 3	21 24 100	8 3 0	28 18 0	840 845 835	59 36 5	12 13 0	38 44 0	19 25 100	31 19 0	840 845 837	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	20 31 18 31	0 2 1 2	0 13 11 13	3 9 3 5	30 60 33 33	3 3 3 4	30 20 33 27	4 1 2 4	40 7 22 27	836 848 839 842	20 27 20 32	0 17 11 14	33 50 33 36	22 25 33 21	44 8 22 29	836 846 839 842	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844
How do you feel about the following statement? <i>“My knowledge of reading will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	51 41 6 2	2 3 0 0	8 15 0 0	8 11 1 0	32 55 33 0	8 3 2 0	32 15 67 0	7 3 0 1	28 15 0 100	838 847 839 828	52 39 7 2	9 18 0 0	35 47 33 0	26 18 67 0	30 18 0 100	839 846 839 828	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839
Optional school/SAU question A. B. C. D.	50 50 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1 0 0	100 100 0 0	824 808 0 0	50 50 0 0	0 0 0 0	0 0 0 0	100 100 0 0	824 808 0 0							

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008

Grade: 8

SAU: Calais School Department

School: Calais Middle/high School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	1	2	2	5	1714	11
	2006-2007	1	2	1	3	1952	13
	2007-2008	3	6	2	4	1657	11
	Cum. Total*	5	4	5	4	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	10	23	9	21	5533	34
	2006-2007	13	31	12	32	5870	38
	2007-2008	20	40	19	42	5956	40
	Cum. Total*	43	32	40	32	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	17	39	16	38	4764	29
	2006-2007	10	24	9	24	3982	26
	2007-2008	12	24	12	27	3729	25
	Cum. Total*	39	29	37	30	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	16	36	15	36	4251	26
	2006-2007	18	43	16	42	3534	23
	2007-2008	15	30	12	27	3579	24
	Cum. Total*	49	36	43	34	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.5	46.9	7.6	47.5	8.4	52.5
Cluster 2: Shape and Size	14	25	5.8	41.4	5.8	41.4	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.8	60.0	4.8	60.0	4.6	57.5
Cluster 4: Patterns	18	32	8.6	47.8	8.8	48.9	8.9	49.4

Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

E. Geometry

F. Measurement

Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Calais School Department
 School: Calais Middle/high School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	50	3	6	20	40	12	24	15	30	838	45	4	42	27	27	839	14921	11	40	25	24	841
Ethnicity																						
African American/Black	0										0						352	2	23	23	52	828
American Indian or Native Alaskan	1										1						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	1										1						131	7	34	26	33	836
Caucasian/White	48	3	6	19	40	12	25	14	29	839	43	5	42	28	26	839	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	1	8	3	23	9	69	820	12	0	8	25	67	822	2265	1	14	22	62	824
No	37	3	8	19	51	9	24	6	16	845	33	6	55	27	12	845	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	50	3	6	20	40	12	24	15	30	838	45	4	42	27	27	839	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	26	0	0	8	31	6	23	12	46	831	23	0	30	26	43	831	5217	5	30	29	37	834
No	24	3	13	12	50	6	25	3	13	846	22	9	55	27	9	846	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	50	3	6	20	40	12	24	15	30	838	45	4	42	27	27	839	14914	11	40	25	24	841
Gender																						
Female	22	1	5	12	55	5	23	4	18	842	21	5	52	24	19	841	7199	11	40	26	23	841
Male	28	2	7	8	29	7	25	11	39	835	24	4	33	29	33	837	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	50	3	6	20	40	12	24	15	30	838	45	4	42	27	27	839	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	50	3	6	20	40	12	24	15	30	838	45	4	42	27	27	839	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Calais School Department

School: Calais Middle/high School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	14	0	0	0	0	2	29	5	71	820	14	0	0	33	67	823	9	5	30	23	41	833
B. less than one hour	49	1	4	10	42	6	25	7	29	839	50	5	41	27	27	839	46	10	40	26	25	840
C. one to two hours	35	2	12	9	53	3	18	3	18	844	34	7	60	20	13	844	41	14	42	25	19	843
D. more than two hours	2	0	0	0	0	1	100	0	0	840	2	0	0	100	0	840	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	1	6	8	47	5	29	3	18	844	37	6	50	31	13	846	30	17	43	22	18	845
B. They match some of what I have learned.	33	2	13	6	38	4	25	4	25	843	33	7	36	29	29	840	50	10	42	26	22	841
C. They match just a little of what I have learned.	17	0	0	4	50	1	13	3	38	834	16	0	57	14	29	835	17	6	32	29	33	836
D. There is no match.	15	0	0	0	0	2	29	5	71	815	14	0	0	33	67	818	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	2	14	8	57	1	7	3	21	850	30	8	62	8	23	847	26	29	46	14	11	851
B. good	31	1	7	7	47	1	7	6	40	836	30	8	46	8	38	837	45	7	46	27	20	841
C. fair	31	0	0	3	20	8	53	4	27	831	33	0	21	57	21	832	23	1	26	34	38	833
D. poor	8	0	0	0	0	2	50	2	50	827	7	0	0	67	33	835	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	25	1	8	2	17	4	33	5	42	828	26	9	18	36	36	831	34	4	35	28	32	836
B. about the same as my regular schoolwork	69	2	6	16	48	8	24	7	21	844	70	3	50	27	20	843	52	10	43	26	21	842
C. easier than my regular schoolwork	6	0	0	0	0	0	0	3	100	811	5	0	0	0	100	810	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	49	1	4	7	30	7	30	8	35	834	52	5	27	32	36	833	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	47	2	9	11	50	5	23	4	18	845	45	5	58	26	11	847	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	0	0	2	100	812	2	0	0	0	100	802	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	4	0	0	0	0	0	0	2	100	806	5	0	0	0	100	806	9	6	38	27	29	837
B. two or three days a week	4	0	0	0	0	0	0	2	100	806	5	0	0	0	100	806	16	8	38	27	27	839
C. two or three times each month	8	0	0	1	25	1	25	2	50	831	9	0	25	25	50	831	28	12	41	27	21	843
D. never or almost never	83	3	8	17	43	11	28	9	23	842	81	6	46	31	17	843	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	23	2	18	5	45	2	18	2	18	848	23	20	50	20	10	851	38	14	42	23	21	843
B. two or three times a week	27	1	8	4	31	4	31	4	31	839	23	0	30	40	30	836	33	10	41	26	23	841
C. two or three times each month	35	0	0	9	53	5	29	3	18	841	37	0	56	31	13	843	18	10	36	27	27	840
D. never or almost never	15	0	0	0	0	1	14	6	86	813	16	0	0	14	86	813	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	65	3	10	10	32	8	26	10	32	839	65	7	32	29	32	838	54	14	44	23	18	844
B. agree	27	0	0	7	54	4	31	2	15	839	30	0	54	31	15	839	38	8	36	27	28	838
C. disagree	4	0	0	1	50	0	0	1	50	839	2	0	100	0	0	856	6	6	31	28	36	835
D. strongly disagree	4	0	0	0	0	0	0	2	100	813	2	0	0	0	100	826	2	3	23	25	49	831
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	832	50	0	0	100	0	832						
B.	50	0	0	0	0	0	0	1	100	826	50	0	0	0	100	826						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008

Grade: 8

SAU: Calais School Department

School: Calais Middle/high School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	1	2	1	2	1879	12
	2006-2007	3	7	2	5	2192	14
	2007-2008	6	12	5	11	2371	16
	Cum. Total*	10	7	8	6	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	21	48	20	48	8604	53
	2006-2007	13	31	13	34	7916	52
	2007-2008	18	36	16	36	7630	51
	Cum. Total*	52	38	49	39	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	15	34	14	33	3618	22
	2006-2007	12	29	11	29	3340	22
	2007-2008	13	26	11	24	3175	21
	Cum. Total*	40	29	36	29	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	7	16	7	17	2174	13
	2006-2007	14	33	12	32	1865	12
	2007-2008	13	26	13	29	1731	12
	Cum. Total*	34	25	32	26	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	7.3	52.1	7.1	50.7	8.1	57.9
Cluster 2: Physical Sciences	14	25	6.4	45.7	6.3	45.0	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	6.6	47.1	6.6	47.1	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	7.5	53.6	7.4	52.9	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 8

SAU: Calais School Department

School: Calais Middle/high School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	50	6	12	18	36	13	26	13	26	842	45	11	36	24	29	841	14907	16	51	21	12	847
Ethnicity																						
African American/Black	0										0						349	4	35	26	34	837
American Indian or Native Alaskan	1										1						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	1										1						131	5	50	22	23	842
Caucasian/White	48	6	13	17	35	13	27	12	25	842	43	12	35	26	28	842	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	3	23	2	15	8	62	831	12	0	17	17	67	830	2258	3	29	31	37	836
No	37	6	16	15	41	11	30	5	14	846	33	15	42	27	15	846	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	50	6	12	18	36	13	26	13	26	842	45	11	36	24	29	841	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	26	0	0	9	35	6	23	11	42	835	23	0	35	17	48	835	5206	8	45	28	20	842
No	24	6	25	9	38	7	29	2	8	849	22	23	36	32	9	848	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	50	6	12	18	36	13	26	13	26	842	45	11	36	24	29	841	14900	16	51	21	12	847
Gender																						
Female	22	1	5	8	36	7	32	6	27	840	21	5	38	29	29	840	7196	14	52	23	12	847
Male	28	5	18	10	36	6	21	7	25	844	24	17	33	21	29	843	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	50	6	12	18	36	13	26	13	26	842	45	11	36	24	29	841	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	50	6	12	18	36	13	26	13	26	842	45	11	36	24	29	841	14315	14	52	22	12	847

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Calais School Department

School: Calais Middle/high School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	14 49 35 2	0 4 2 0	0 17 12 0	1 9 7 0	14 38 41 0	1 6 5 1	14 25 29 100	5 21 3 0	71 21 18 0	829 843 845 838	14 50 34 2	0 18 7 0	0 41 40 0	17 18 33 100	83 23 20 0	827 844 843 838	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	32 43 21 4	3 1 2 0	20 5 20 0	5 10 0 1	33 50 0 50	4 7 1 1	27 35 10 50	3 2 7 0	20 10 70 0	844 844 833 849	33 43 19 5	21 6 13 0	29 50 0 50	29 33 0 50	21 11 88 0	844 844 828 849	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	33 50 17 0	3 2 1 0	20 9 13 0	6 8 2 0	40 35 25 0	2 7 3 0	13 30 38 0	4 6 2 0	27 26 25 0	846 841 840 0	29 54 17 0	17 9 14 0	33 36 29 0	17 27 29 0	33 27 29 0	843 841 840 0	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	26 65 9	1 4 1	8 13 25	4 12 0	33 40 0	3 7 2	25 23 50	4 7 1	33 23 25	839 843 843	21 69 10	0 14 25	33 38 0	22 24 50	44 24 25	835 843 843	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	43 55 2	2 4 0	10 15 0	5 11 0	25 42 0	6 7 0	30 27 0	7 4 1	35 15 100	838 846 822	43 55 2	11 13 0	22 43 0	28 26 0	39 17 100	837 845 822	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	24 22 20 33	1 1 4 0	9 10 44 0	6 4 3 3	55 40 33 20	1 3 1 7	9 30 11 47	3 2 1 5	27 20 11 33	843 844 856 834	28 20 20 33	9 13 38 0	55 25 38 23	9 38 13 38	27 25 13 38	843 842 855 833	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
How do you feel about the following statement? “My knowledge of science and technology will be useful to me as an adult.” A. strongly agree B. agree C. disagree D. strongly disagree	38 43 15 4	4 1 1 0	22 5 14 0	6 7 3 0	33 35 43 0	3 7 3 0	17 35 43 0	5 5 0 2	28 25 0 100	845 841 847 818	38 43 14 5	19 6 17 0	31 33 50 0	19 33 33 0	31 28 0 100	843 840 849 818	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
How well does the following statement reflect your future goals? “I am interested in a career related to science, technology, engineering, or mathematics.” A. strongly agree B. agree C. disagree D. strongly disagree	21 40 23 15	2 3 1 0	20 16 9 0	5 4 5 2	50 21 45 29	2 7 2 2	20 37 18 29	1 5 3 3	10 26 27 43	850 842 840 834	17 40 26 17	29 12 9 0	43 24 45 29	14 35 18 29	14 29 27 43	852 841 840 834	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
Optional school/SAU question A. B. C. D.	50 50 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1 0 0	100 100 0 0	824 822 0 0	50 50 0 0	0 0 0 0	0 0 0 0	0 0 0 0	100 100 0 0	824 822 0 0						

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N = Number